



Horbury Bridge CE J&I Academy

Relationships and Sex Education Policy

Written: September 2026

Review: September 2029

Aims and school ethos

At Horbury Bridge CE J&I Academy, relationships, sex and health education (RSHE) helps pupils develop the knowledge, skills and attitudes they need to keep themselves safe and healthy, form positive relationships and prepare for the opportunities and responsibilities of later life. It is taught as part of our wider personal development offer and reflects the school's Christian character.

Our aims are to:

- provide a safe, respectful environment in which pupils can ask questions and discuss sensitive issues appropriately;
- equip pupils with accurate, age-appropriate knowledge about relationships, health, wellbeing, growing up and personal safety;
- help pupils recognise healthy, caring and respectful relationships, and identify behaviour that is unsafe, abusive, discriminatory or harmful;
- develop self-respect, self-worth, confidence, empathy, resilience, honesty, integrity and the ability to seek help;
- teach pupils the vocabulary they need to describe feelings, relationships and their bodies accurately;
- support pupils to make informed decisions about health and wellbeing, including physical health, mental wellbeing, online life and personal safety;
- promote equality, respect for difference and the rejection of bullying, prejudice, stereotyping and discriminatory language;
- work in partnership with parents and carers, recognising their role as children's prime educators in many aspects of family life and relationships.

Our Christian ethos informs how we teach and how we expect members of the school community to treat one another. The values of kindness, courage and community, alongside faith, hope and love, encourage pupils to care for others, act with integrity, speak up when something is wrong and contribute positively to school and community life.

Pupils will also learn to respect the beliefs and backgrounds of others. Teaching will be factual, age-appropriate and consistent with the law; the school will not use its faith character to shame, stigmatise or discriminate against pupils or families.

Statutory requirements and guidance

As a primary academy in England, the school provides compulsory Relationships Education and Health Education to all pupils. The school also teaches the relevant National Curriculum Science content. Primary sex education beyond the Science curriculum is not compulsory; this policy sets out the additional sex education that the school intends to provide and the arrangements for parental requests to withdraw.

In fulfilling these responsibilities, the school has regard to the Department for Education (DfE) statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education, which came into effect on 1 September 2026.

The school also considers its legal duties and relevant guidance, including:

- Children and Social Work Act 2017, including sections 34 and 35;
- Education Act 2002, including section 80A, and Education Act 1996, including section 403;
- Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019;
- Equality Act 2010, including the Public Sector Equality Duty in section 149;

- the National Curriculum in England, including the Science and Computing programmes of study;
- Keeping Children Safe in Education 2026 and the school's safeguarding and child protection procedures;
- the SEND Code of Practice and relevant statutory guidance on safeguarding and supporting children.

The school will have regard to the statutory guidance and will be able to explain the rationale for any departure from guidance expressed as something schools should or should not do. Curriculum decisions will be reviewed when legislation, statutory guidance or the needs of pupils change.

Definitions

Term	Meaning in this policy
RSHE	Relationships, sex and health education. In this policy, the term describes the school's planned provision across Relationships Education, Health Education and any additional sex education.
Relationships Education	The statutory primary curriculum about families, friendships, respectful relationships, online relationships and safety. It includes skills for positive relationships and for recognising and reporting harm.
Health Education	The statutory curriculum supporting physical health and fitness, mental wellbeing, healthy lifestyles, health protection, personal safety, developing bodies and basic first aid.
Sex education	In this policy, additional primary sex education means age-appropriate teaching about how a baby is conceived and born, beyond content that is taught as part of the Science curriculum. This is distinct from statutory teaching about bodies, puberty and menstruation.
PSHE	Personal, social, health and economic education. PSHE is the broader curriculum through which the school develops personal development and life skills, including statutory Relationships and Health Education.

Policy development and parental engagement

This policy is reviewed by the RSHE Subject Lead and Head of School, with input from staff, pupils, parents and carers and the Governing Board. The school will proactively consult parents and carers when developing or reviewing the policy and will explain the content and purpose of RSHE, including the distinction between statutory teaching and additional sex education.

Policy development and review will include, as appropriate:

- reviewing current statutory guidance, the needs of pupils and the school's curriculum provision;
- seeking feedback from staff and relevant leaders, including the SENCo and Designated Safeguarding Lead (DSL);
- gathering pupil voice through age-appropriate discussion, surveys, class consultation or school council;
- informing parents and carers about proposed content and resources, inviting questions and feedback and making relevant resources available for review;
- considering feedback and recording decisions or changes made in response;
- submitting the policy to the Governing Board for approval and publishing the approved version on the school website.

Parents and carers can raise questions or feedback with the school through the school office, email, telephone or the usual school communication route. The school will continue to engage with families during implementation. Parents and carers will be notified in advance of the planned additional sex education content and the resources used for it.

Curriculum intent, organisation and delivery

Curriculum intent

RSHE is taught through a planned, progressive curriculum and reinforced through everyday school life. Learning develops over time so that pupils revisit important knowledge and skills in greater depth as they mature. It is informed by the statutory guidance, the needs of pupils, pupil voice, safeguarding considerations and the Academy's Christian ethos.

The school uses One Life, PoEd and Kapow RSE and PSHE resources to support planning and teaching. The RSHE Subject Lead maps the selected units and materials from these resources against statutory requirements, the school's curriculum and pupils' needs. The school remains responsible for the curriculum taught; a published scheme is a resource to support professional planning, not a substitute for school oversight.

RSHE is taught through discrete PSHE/RSHE lessons and reinforced, where appropriate, through Science, Computing, PE, collective worship, pastoral routines and other curriculum areas. Links will be made where this strengthens pupils' learning without confusing or duplicating the subject purpose. EYFS personal, social and emotional development contributes to foundations for later RSHE.

Curriculum principles

Content is accurate, evidence-informed, age- and developmentally appropriate, and sequenced so pupils can use new knowledge before it is likely to be needed.

All statutory content is covered by the end of primary school. The RSHE Subject Lead checks provision across year groups, carefully considering mixed-age classes, to avoid gaps or unintended duplication.

Lessons are interactive and participative, using discussion, stories, scenarios, reflection, practical tasks, videos or diagrams where appropriate.

Teaching focuses on positive relationships and healthy choices while helping pupils recognise harm, unsafe situations, inappropriate contact, online risks and where to seek help.

The curriculum responds to the needs of pupils and relevant issues arising in school or the wider community. Significant changes from the published curriculum will be communicated to parents in advance where practicable.

Pupils are not expected to disclose personal experiences or answer questions about their private lives.

Key content

Relationships Education includes families and people who care for pupils; caring friendships; respectful and kind relationships; online safety and awareness; and being safe.

Health Education includes mental wellbeing; online wellbeing; physical health and fitness; healthy eating; drugs, alcohol, tobacco and vaping; health protection and prevention; personal safety; basic first aid; and developing bodies. Appendix 1 provides a summary of the required content.

The school will also deliver additional, age-appropriate sex education in Year 5 and/or Year 6, focused on how a baby is conceived and born. Parents and carers will be informed in advance of the intended lessons and resources. The planned content and withdrawal arrangements are explained in this policy

Inclusion, equality and accessibility

All pupils are entitled to high-quality RSHE. The school will deliver the curriculum in a way that is accessible to pupils with special educational needs and disabilities (SEND), pupils who are new to English, pupils with differing levels of maturity, and pupils with different family, faith, cultural and personal circumstances.

Teachers will work with the SENCo, support staff and, where appropriate, parents/carers and relevant professionals to make reasonable adjustments and provide differentiation. This may include pre-teaching vocabulary, visual supports, concrete examples, repetition, social stories, alternative ways to respond, smaller-group teaching or individual follow-up. Adaptation must not result in pupils being excluded from the knowledge they need to keep themselves safe.

Teaching will represent family life sensitively and positively. Families may include, for example, one or two parents, same-sex parents, grandparents, adoptive or foster parents, kinship carers or other adults who provide care. No child should be stigmatised because of their family circumstances. Where relationships or identities are discussed, teachers will use age-appropriate, factual language, avoid assumptions about pupils or their families and maintain respect for all pupils.

The school will comply with the Equality Act 2010 and Public Sector Equality Duty. It will promote respect and challenge discrimination, bullying, stereotypes and derogatory language, including language relating to sex, race, disability, religion or belief, sexual orientation or gender reassignment. The school will teach facts and the law accurately, in an age-appropriate way and in line with the current statutory guidance. Where there is debate about a topic, staff will not present a contested opinion as established fact or use teaching that humiliates or targets a pupil.

Teaching is normally delivered to mixed-age classes. A different grouping arrangement may be used for a particular lesson where the school considers it helpful for pupils' safety, understanding or participation. Any such decision will be made carefully and without reinforcing stereotypes or making assumptions about what pupils can or should experience.

Safe and effective teaching

Establishing a safe environment

Teachers will establish clear ground rules before sensitive discussions. These will include listening respectfully, not mocking questions, not asking classmates to disclose personal information, respecting different experiences, and understanding that a pupil may pass on a personal example. Teachers will use distancing techniques, such as fictional scenarios and characters, to avoid putting pupils under pressure to talk about themselves.

Staff will explain that pupils can ask questions, but that the school cannot promise secrecy where a concern suggests that a child may be at risk. Pupils will be reminded of the trusted adults they can speak to in school and how to seek help outside school if needed.

Questions that go beyond planned content

Pupils' questions will be treated respectfully. Teachers will answer planned curriculum questions honestly, sensitively and at a level appropriate to pupils' age, maturity and understanding. Where a question goes beyond the planned curriculum or into content the school does not teach, the teacher may acknowledge the question, explain that it is not something the class is covering, and seek advice from the RSHE Subject Lead or Head of School before responding further. Where appropriate, staff may signpost the pupil to a parent/carer or trusted adult rather than answering in detail in front of the class.

A question box or another safe way to ask questions may be used. Anonymous questions may be answered to the whole class where appropriate. Staff will consider whether a question raises a safeguarding concern and follow the safeguarding procedures if it does. Questions from pupils who have been withdrawn from additional sex education will be managed sensitively and consistently with this policy.

Safeguarding and confidentiality

RSHE may prompt a pupil to disclose abuse, neglect, exploitation, harmful sexual behaviour or another safeguarding concern. All staff must follow the school's Child Protection and Safeguarding Policy and the current Keeping Children Safe in Education guidance. Concerns must be reported promptly to the DSL or deputy DSL and recorded in line with school procedures. Staff must not promise a pupil that information will remain confidential.

Teaching correct names for body parts, including the penis, vulva, vagina, testicles, scrotum and nipples, supports pupils' communication and safeguarding. Pupils will learn that their body belongs to them, that parts of the body are private, that they can express boundaries, and that they should tell a trusted adult if contact or behaviour makes them feel unsafe. This teaching is part of health and safeguarding education and is not, by itself, additional sex education.

The school will not use activities that require pupils to share intimate experiences, reveal family information or role-play abusive conduct. Examples will be handled without blaming victims. Where relevant and age-appropriate, pupils will learn to recognise and report sexual harassment and harmful sexual behaviour, including unwanted sexual language or touching, and that such behaviour is never acceptable and is never the fault of the person experiencing it. Staff will challenge harmful language and behaviour calmly and consistently, including sexism, misogyny, homophobia, biphobia, racist language and other prejudice, in line with the school's behaviour and safeguarding procedures.

Additional sex education and parental right to withdraw

What is taught

In addition to statutory Relationships Education, Health Education and Science, the school intends to provide a short, age-appropriate programme of sex education in Year 6. This will focus on factual information about how a baby is conceived and born, taught sensitively and in line with the DfE statutory guidance. It will be planned as part of the wider curriculum for growing up and health, rather than as an isolated or sensationalised topic. The detailed lesson content and resources used for this additional sex education will be identified in the current year-group curriculum plan. Parents and carers will be informed in advance of the content, timing and principal materials and will be able to view the materials on request.

The right to withdraw

Parents and carers have the right to request that their child be withdrawn from some or all of the additional sex education described in 'What is Taught'. The Head of School will automatically grant a request to withdraw a pupil from this non-statutory, non-Science sex education. Parents and carers do not have the right to withdraw their child from statutory Relationships Education, Health Education or content taught as part of the Science curriculum, including relevant content about body parts, growth, puberty and reproduction.

Parents/carers who are considering withdrawal are encouraged to contact the Head of School to discuss the purpose and content of the lessons, the benefits of the education and any possible effect of withdrawal on the child. This discussion is intended to support informed decision-making and is not a barrier to the right to withdraw. Requests should be made in writing to the Headteacher.

The school will record the request and agreed arrangements. Where a pupil is withdrawn, the school will provide appropriate, purposeful education for the pupil during the relevant lessons. The school will handle the arrangement discreetly and respectfully, without making the pupil feel singled out. The arrangement will be reviewed with the parent/carer at least annually or before the next relevant unit.

Resources and use of external providers

Selection and review of resources

The RSHE Subject Lead and relevant teachers will review resources from One Life, Kapow and any supplementary sources before use. They will consider whether the material:

- matches statutory requirements and the planned learning objectives;
- is accurate, evidence-informed, age- and developmentally appropriate;
- is sensitive to pupils' experiences, family backgrounds and needs, including SEND;
- supports pupils to apply knowledge and skills in real-life situations without causing unnecessary alarm;
- uses inclusive language and avoids stereotypes, shame or discriminatory messages;
- comes from a credible source and is suitable for the school's Christian ethos and legal responsibilities.

The Subject Lead will maintain an overview of which units and resources are used to cover the curriculum. Parents and carers may request to view the relevant teaching materials. Access to provider resources will be arranged in a way that respects copyright and licence terms; materials will not be copied or redistributed unlawfully. Parents and carers cannot veto statutory curriculum content, but their questions and feedback will be considered carefully.

External visitors or organisations

If an external visitor or organisation contributes to RSHE, the school remains responsible for the content and quality of teaching. Before a session, the school will check the provider's suitability, credentials, safeguarding arrangements, proposed content and resources. Staff will review lesson plans and materials in advance, agree how disclosures will be managed, and ensure the session meets the intended learning objectives and the school's legal duties. A teacher or appropriate member of school staff will remain present throughout. Staff may intervene or stop a session if content is unsuitable or a safeguarding concern arises.

Roles and responsibilities

Governing Board

- approves this policy and reviews its implementation through appropriate oversight;
- holds the Head of School to account for statutory compliance, curriculum quality and accessibility;
- ensures parents and carers can access the policy, understand the intended content and know about the right to request withdrawal from additional sex education.

Head of School

- ensures RSHE is taught consistently and that statutory content is covered;
- ensures sufficient time, staffing, resources and training are provided;
- manages requests to withdraw pupils from additional sex education and arranges appropriate purposeful education during withdrawal;
- ensures curriculum materials are available to parents/carers on request and significant deviations from published content are communicated in advance;
- reports to the Governing Board as appropriate on implementation and effectiveness.

RSHE Subject Lead

- maintains this policy and the curriculum overview, and checks that One Life, PolEd and Kapow resources are mapped to statutory content;
- ensures progression and continuity across EYFS, KS1 and KS2, ensuring full coverage for mixed-age classes;
- supports colleagues with planning, resources, training and questions about sensitive content;
- reviews teaching resources and monitors the effectiveness of provision;
- reports to the Head of School and Governing Board on curriculum coverage, pupil learning and any development priorities.

SENCo

- advises staff on reasonable adjustments, differentiation and the needs of pupils with SEND;
- supports consultation with parents/carers and relevant professionals where an individual approach is needed.

DSL and all staff

- the DSL/deputy DSL responds to concerns arising from RSHE in line with safeguarding procedures;
- teachers deliver RSHE sensitively and accurately, model respectful behaviour and monitor learning;
- staff use inclusive language, challenge prejudice and stereotypes, and do not allow personal views to undermine the curriculum;
- staff adapt provision so pupils can access learning and refer uncertainties to the RSHE Subject Lead or Head of School;
- all staff report safeguarding concerns promptly and do not promise confidentiality;
- staff do not have the right to opt out of teaching RSHE. Any concerns about delivery should be discussed with the Head of School.

Pupils

Pupils are expected to participate as fully as they are able, listen to others, respect differing experiences and views, follow agreed ground rules and treat others with dignity. Pupils should seek help when worried about their own safety or someone else's.

Assessment, monitoring and training

Assessment

Assessment is formative and focused on pupils' understanding, confidence and ability to apply knowledge and skills, rather than on judging personal beliefs or experiences. Teachers use questioning, discussion, scenario responses, reflection, pupil work and suitable pre- and post-learning activities where these are provided by or adapted from One Life, PolEd and Kapow. Pupils may reflect on what they have learnt, what they can explain and where they would seek support. Personal disclosures are not used as assessment evidence.

Monitoring and evaluation

The RSHE Subject Lead and Head of School monitor provision through curriculum and planning reviews, resource checks, learning walks, pupil voice, staff feedback and review of assessment evidence, as appropriate. Monitoring considers statutory coverage, teaching quality, progression, inclusion, pupil understanding and the effectiveness of safeguarding messages. The implementation of our RSE policy is also overseen by our Local Academy Board and is reported to them as part of our LAB meetings

Training

Staff receive information and support for teaching RSHE through induction, staff briefings and continuing professional development. Training priorities are informed by the curriculum, staff confidence, safeguarding

requirements and changes to statutory guidance. Any external provider must be appropriately briefed on the school's safeguarding and confidentiality expectations.

Policy review and availability

The RSHE Subject Lead and Head of School review this policy every three years and sooner where required. The Governing Board approves the policy. The school will take account of changes in statutory guidance, feedback from pupils, parents/carers and staff, curriculum review and emerging safeguarding needs. The current policy will be published on the school website and a copy will be provided to anyone who requests it.

Related policies and guidance

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality, Diversity and Inclusion Policy
- Online Safety Policy
- SEND policy
- Science curriculum
- Relevant complaints procedures.

Key documents include:

- The DfE RSHE statutory guidance (effective from 1 September 2026)
- Keeping Children Safe in Education 2026
- The National Curriculum Science and Computing programmes of study.
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Curriculum content and progression overview

This overview summarises the areas of learning covered through the school's planned RSHE/PSHE curriculum.

Content is taught in an age-appropriate sequence and revisited over time. The detailed year-group and term plan, including the selected One Life, PoEd and Kapow units and teaching materials, is maintained by the RSHE Subject Lead and is available to parents and carers on request. The school checks that the combined curriculum covers all statutory content by the end of primary school.

Strand	Early Years Foundation Stage	Key Stage 1: Years 1-2	Key Stage 2: Years 3-6
Families and people who care for me	Recognise the adults who care for them; talk about families and belonging; practise care, trust and help-seeking.	Understand that families may look different but can provide love, safety and stability; show respect for others' family circumstances.	Build understanding of stable, caring relationships, marriage and civil partnerships, family change and how to seek help if a relationship feels unsafe.
Caring friendships	Develop sharing, turn-taking, cooperation and ways to name feelings.	Understand friendship qualities, inclusion, loneliness, disagreements, repair and how to seek help.	Manage more complex friendship conflicts; recognise bullying and exclusion, understand bystander responsibilities and respond with kindness and courage.
Respectful, kind relationships	Learn about kindness, courtesy, personal space,	Practise assertive communication, managing	Explore healthy boundaries, permission, respect, stereotypes, discrimination, peer influence

	listening and simple boundaries.	frustration and respecting differences and preferences.	and how power can affect relationships.
Online safety and awareness	Keep personal information private, use devices safely and tell an adult about worries.	Recognise unkind behaviour, unreliable information, online risks and safe reporting routes.	Evaluate online relationships and sources; consider privacy/location settings, pressure to share images or information, harmful contact and digital permanence.
Being safe	Identify trusted adults, learn that bodies are private and practise asking for help.	Understand safe and unsafe secrets, appropriate boundaries, body ownership and when to keep telling until heard.	Recognise harmful or abusive behaviour, grooming and exploitation in age-appropriate terms; practise strategies for seeking help and supporting others.
Mental wellbeing	Name basic feelings and recognise that trusted adults can help.	Develop emotional vocabulary, self-care, coping strategies and understanding of loneliness, loss and change.	Recognise a wider range of emotions, manage setbacks and pressure, understand loneliness and change, and identify where to seek support; explore the benefits of sleep, time outdoors and helping others.
Online wellbeing	Discuss positive uses of technology and begin to balance online and offline activities.	Consider screen time, online content and the effect of online behaviour on others.	Evaluate online relationships, comparison, excessive use and misinformation; understand age-restricted social media and games, and how to report concerns.
Physical health, fitness and healthy eating	Build habits around movement, food, rest, hygiene and dental care.	Explain links between exercise, nutrition, sleep, hygiene and health; learn to ask for help about health concerns.	Make informed choices about activity and diet; understand nutritional information, plan and prepare simple healthy meals, develop a healthy relationship with food and recognise risks without shaming bodies or pupils.
Drugs, alcohol, tobacco and vaping	Develop simple understanding of substances that may be harmful and the importance of adult guidance.	Learn age-appropriate facts about medicines, tobacco, vaping, alcohol and other harmful substances.	Understand risks from smoking, vaping, alcohol, nicotine addiction (including nicotine pouches), medicines and other harmful substances; practise resisting pressure and seeking help.
Health protection and prevention	Learn handwashing, hygiene, sun safety and everyday health routines.	Understand germs, illness prevention, dental health, sleep, sun protection and vaccination in appropriate contexts.	Build knowledge of prevention, early signs of illness, good sleep, oral health, immunisation and how to seek trusted advice.

Personal safety and basic first aid	Recognise everyday hazards and know how to get adult help.	Practise road, railway and water safety; identify common hazards, including fire risks, and learn how to call for help and respond to common injuries.	Apply risk recognition in increasingly independent situations, including roads, railways and level crossings, and water; know how to contact emergency services and respond to common injuries, including head injuries.
Developing bodies	Use correct names for body parts as appropriate; notice that humans grow and change.	Learn about the life cycle and begin age-appropriate teaching about physical changes and growing up.	Learn about the human life cycle, puberty and physical/emotional changes, correct names for body parts, privacy and boundaries, and the menstrual cycle before periods may begin.

Additional sex education

In Year 6, the school intends to teach additional age-appropriate sex education about how a baby is conceived and born. Parents/carers will be told in advance which lessons are classed as additional sex education, when they will be taught and which principal resources will be used. This is the only content from which parents/carers may request withdrawal under this policy; the statutory Relationships Education, Health Education and Science curriculum continues for all pupils.

Curriculum planning and adaptation

The resources and plans drawn from One Life, PoEd and Kapow support the detailed sequence for each academic year. The RSHE Subject Lead checks the mapping against the strands above and the statutory end-of-primary expectations. Teachers may adapt examples, delivery and resources to meet pupils' learning needs. If a significant issue requires the school to depart from published plans, parents/carers will be informed in advance where practicable, and relevant materials will be made available on request.